CHAPTER-I
INTRODUCTION
As the society comprises of diversified sects of people, various Pressure Groups have been formed and have been functioning to fulfill their respective interests, since the dawn of Independence in India. After the society has entered into the threshold of progressive development, the interests of the people have got increased and have been broadened. Consequently numerous interest groups or pressure groups have been formed. The Teachers’ Interest Groups or Teachers’ Unions are among those pressure groups, working solely for the benefit of teachers.

The history of political science is a gradual development of ideas, which has expanded the horizon of the subject from time to time. Starting with an initial framework of the study and government, the discipline has traveled a long way passing through the institutional, legal, behavioural and several other approaches till today. Group approach is one such historic development in the journey of political science.

Several studies were conducted focusing on group size, group composition, group structure, the existential criteria of groups, group cohesiveness, group task and environment, international process, group culture and group effectiveness.

Democracy, in modern times, is characterized by the presence of innumerable groups and associations, besides various political parties, which are organized for the benefit of their members. Groups or associations play a predominant role in articulating the interests of various segments of people. In the process of articulating interests, different types of structures, which range from an unorganized mob to a perfectly organized merchants’ conference. Interest group, which is an association of people possessed with similar interests and features, in
turn, becomes a pressure group since it seeks governmental aid. So, pressure groups are collections of individuals which promote their interests or claims either against other groups in the society or against the state or an other interest group.

Pressure groups do essentially represent shared (common) claims, demands or problems of their constituent members. They exist in a socio-political environment in which they operate as distinct groups. Thus, pressure groups represent either professional or functional or social or cultural or educational or other fields which are not directly linked to any political party or the government organ. Such groups consist of individuals having common identity and a set of claims and aspirations. They come into existence to promote the socio-economic interests of their constituents. These claims or interests or demands include social conditions, social justice, removal of discrimination, granting of socio-economic privileges, ensuring proper working conditions, giving precunary benefits etc. Pressure groups are organized mainly for such purposes and they confine themselves to them only. They are dynamic in nature. They do not conform to any hard and fast rule. They do not confine to any definite ideological or theoretical framework. Even in respect of their claims or demands or objectives they are quite flexible. Pressure groups generally adopt themselves to existing socio-economic ambience and also to the obtaining circumstances. Teachers' Unions are such type of pressure groups which are formed to protect the interests of the teachers working in various sectors of schools and in various cadres, come under the category of professional groups.

The growth and development of Teachers' Unions in India has been influenced by the educational policies and reforms that have been introduced from time to time. The reports of several commissions on education, appointed both in the pre and post independence periods have left a significant affect leading to the formation of Teachers' Unions.
Teachers' Unions which were unknown during Pre-British period are now found almost in every state across the Indian nation. Besides, separate associations of subject teachers like Hindi, Science, Mathematics etc as well as associations of primary and secondary teachers are formed. These organizations like many other organizations, are the result of the influence of the West.

The imposition of British system of government and the implementation of British system of education had created among Indian people an awareness on collective endeavour and its importance for organizational strength to achieve goals.

The participation of teachers in the programmes of expansion and development of education had gradually awakened their fervour and thus inspired the teachers to unite and express their views on common interests and collective issues of various aspects in Indian education system. The expansion and development of education during post-independence period and the fundamental rights provided to the citizens by the constitution, had afforded to form various organizations providing a further stimulus to the growth of Teachers’ Unions.

The educational policies did have their influence in the growth of Teachers’ Unions in India. As a result of teachers’ urge to participate in the process of decision making while resoluting the structure of educational system as well as strong desire for their involvement in the formation of educational policies strengthened the functioning of their unions in India.
1.1 OBJECTIVES OF THE STUDY:

➢ To study the role of selective factors (caste and gender) in selected Teachers’ Unions.
➢ To examine the extent of the application of pressure group techniques used by selected Teachers’ Unions.
➢ To make a comparative study of the three Teachers’ Unions as pressure groups.

1.2 IMPORTANCE OF THE PRESENT STUDY:

More prominently, for any nation to develop education is more important. A country which educationally develops, achieves development in all dimensions. In this development of education, the role of teachers is predominant occupying the highest position. Moreover, the literacy rate in the third world nations or in developing nations is very low. To improve literacy rate, valuable and dedicated service of teachers is essentially needed. To render sincere service and impart education, the teachers should be free from all kinds of troubles, difficulties and miseries, then only they could concentrate on imparting education to the needy. So, their problems should be solved by all means. As their role and service is essentially needed to the development of the nation, it would be helpful to find out ways and means to solve their problems. Hence, the study on the status of teachers, their problems and the role of organisations in solving their problems policies being implemented and the policy maker’s intention has got importance. So, this effort is made.

The ever increasing number of Teachers’ Unions in the state has created an atmosphere of ill-healthy competition with one another creating ill-feelings among the teachers. This type of competition has led the organizations to seek
political support in the process of influencing policies with the objective of protesting and fulfilling their respective interests and demands. Consequently, the undue interference of political parties has entered into these Teachers' Unions. This has given rise to indifferent relationship and interaction among the teachers and has damaged the harmony of teaching community. The mutual ill-feeling and mutual misunderstanding has led to divisions among teachers which gradually has given place to discriminations among groups ultimately among castes, fire of prevailing miserable conditions and discriminations has been added fuel by the political parties, crippling the teachers' movements and damaging their honour. Further, inspite of large number of women teachers being members in the unions, their representation in actions and activities as well as their position as office bearers are negligible.

Caste discriminations among teachers, groupism coupled with undue interference of political parties and ill-feelings among the teachers due to socio-economic variations have damaged the very spirit of teachers, and the very pious objective of the teaching community. Further, differences among teachers as well as among unions in the process of fulfilling their interests and demands, the differences among the tactics they follow in solving their problems have been creating many problems.

In this regard, it is felt necessary to study and examine the impact of caste on Teachers' Unions, difference in tactics and techniques among unions in working for a common cause and the causes for participation of least number of women in unions' activities. It is also thought that it would be important and helpful to the Teachers' Unions to find out their problems and report to the official concerned and the policy makers so that their problems could be solved immediately and they could concentrate their mind and put industry on imparting education and improve the literacy rate. Thus keeping this broad conceptual view
point in mind an effort is made to study various Teachers’ Unions. So that the teachers may keep up their piousness, dignity and honour keeping the ‘teaching occupation’ at an elevated altar.

Krishna district one of the most important districts of Andhra Pradesh which is culturally and educationally a front runner in the entire coastal belt of Andhra Pradesh. This district is also famous for a high level of political awareness ever since preindependence times. The leftist ideology also finds great support in this district. Moreover, the founders of teachers’ movement and unions hailed from this district and the Teachers’ movement was started first in this district only. Naturally this background influences the political process of district. In several areas of organized work pressure groups effectively function and protect their own interests. In view of this imperial history of the district, this district is selected for the study.

1.3 NEED FOR THE STUDY:

Contemporary society is fraught with casteism, factionalism and regionalism. Of the three social evils, casteism is the most threatening which damages the integrity of the society. This evil has also viciously spread into the Teachers’ Unions, leading to social unrest and turmoil. Consequently there prevail disparities in solving the problems of the certain sects of teachers. So, it is needed to study the role and impact of caste on Teachers’ Unions in solving the problems of the teachers.

Besides, gender disparities between men and women do prevail in Teachers’ Unions. The causes for these gender disparities between men and women, the causes for the insignificant role of women in unions and the causes for the negligible share of women participation in the activities of the unions are essentially needed to examine.
Further, how far the Teachers' Unions are successful in solving the problems of the teachers with the techniques they adopt is an other important factor to be studied. It is also needed to study how can the Teachers' Unions be considered pressure groups.

Moreover, many studies are done on various pressure groups, but no study has been carried on Teachers' Unions, particularly dealing with the impact of caste, role of women and the fulfillment of techniques. Hence, it is essentially needed to study on Teachers' Unions.

With these conceptual viewpoints, an effort is made to study the impact of caste on Teachers' Unions, the insignificant role and participation of women in the activities of the Teachers' Unions, the techniques adopted by the Teachers' Unions in getting their problems solved and how can the Teachers' Unions be considered as pressure groups.

1.4 SOURCE OF DATA:

Data have been derived from both secondary and primary sources. The secondary source of data is derived from various books, journals, magazines of Teachers' Unions, their articles, newspaper items, reports and other published and unpublished literature, besides, previous works are collected from various universities and libraries.

The primary data is extracted from the responses to the pre-designed questionnaire given by the respondent teachers, who are general members and executive members. Further, the information has been derived from group discussion, interviews and personal interactions with senior teachers and leaders.
1.5 METHODOLOGY:

In order to study the objectives of the study "Pressure Groups: A Study of Teachers' Unions in Krishna District of Andhra Pradesh", in a scientific way, which have adopted empirical procedure by collecting data through a pre-designed questionnaire from random sample of members of the three popular Teachers' Unions, viz., Progressive Recognised Teachers' Union (PRTU), United Teachers' Federation (UTF) and State Teachers' Union (STU). The popularity of these sample unions is measured taking into account the strength of the organizations employing (adopting) a highbred variety of random sampling and on the first come first enquiry basis. On account of constraints of time and availability of the members, the size of sample is fixed at 330. The break-up of the respondent members is made as 180 general members, 90 mandal executives, 30 district executives and 30 state councilors. Further, every category is allotted equal size selecting evenly from every union of the three samples. In this way the sample is fixed as 60 General Members, 30 Mandal Executives, 10 District Executives and 10 State Councilors for every sample union, i.e., in total 110 members from one union are select. Thus, altogether the grand total of the sample respondent members account for 330.

Simple Random Sample Technique is employed with the help of Random numbers used to identify the selected members. The questionnaire is supplied to all the selected members and the data collected is presented in all possible tables.

The method of the selection of 330 sample can be considered, 'Two-stage Stratified Simple Random Sampling Method'. At the first stage the three Teachers' Unions are selected as units deleting other unpopular ones. At the second stage the units are the respondent members, whose size is fixed at 110 for every union, selecting all the categories (General Members, Mandal Executives, District Executives & State Councilors) evenly from the three sample unions.
1.6 ORGANISATION OF THE STUDY:

For convenience the study has been organized in twelve chapters.

Chapter I presents the problem of the study with its importance, the objectives under which the study is carried on and the methodology adopted for the study, besides organization of the study.

Review of Literature derived from both published and unpublished works of various authors, doctoral thesis and other relevant books are presented in Chapter II.

Historical perspective of the pressure groups along with the definitions, nature, characteristics, functions, determinants and techniques are discussed in Chapter III.

Chapter IV presents an overview of pressure groups in India and Andhra Pradesh.

The Origin and Growth of Teachers’ Unions in India, Andhra Pradesh and Krishna District is discussed in Chapter V.

The profiles of the Selected Teachers’ Unions are picturised in Chapter VI.

Chapter VII presents the Geographical and Demographical profile of the Krishna District, the sample area selected for the study.
Role of Caste in Teachers' Unions and its impact on the activities of the unions is keenly examined in Chapter VIII.

Role of Women in Teachers' Unions and their participation in the activities of the unions are discussed in Chapter IX.

The performance of Teachers' Unions in getting solved their problems and the techniques they adopt to fulfill their demands are studied in Chapter X.

The functioning of Teachers' Unions as Pressure Groups is examined in Chapter XI.

The Summary, Findings and Conclusion are presented in the Final Chapter XII.